



Indiana Department of Education

SUPPORTING STUDENT SUCCESS

MEMORANDUM

TO: Superintendents, Curriculum Supervisors, Principals, and Teachers

FROM: Schauna Findlay, Ph.D., Director of Curriculum and Instruction
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SUBJECT: Common Core State Standards Mathematics Transition Guidance Overview and "Assessment Guidance" for 2011-12

DATE: April 29, 2011

A new resource has been added to the Common Core State Standards webpage: **#5 Mathematics Guidance for Making the Transition to the Common Core State Standards**. This new resource describes the two phase process for making the transition to the Common Core State Standards, provides recommendations for beginning this work, and describes how to use the "Assessment Guidance" documents which include the CCSS to be taught in 2011-12 for grades 2-8 in addition to the Mathematical Practice Standards. You will find the following information at www.doe.in.gov/commoncore under the Transitioning to the Common Core Standards heading.

1. Making the Transition to the Common Core State Standards: Reasoning, Road Map, Realignment, and Resources video
2. Transition Road Map and Detailed CCSS Transition Road Map
3. Making the Transition to the Common Core Series for English Language Arts and Literacy
 - a. Videos Describing the Four Major Shifts in Literacy Instruction for All Disciplines
 - b. Content Specific Videos for All Secondary Teachers on the Literacy Standards (except World Languages and Math)
4. Instructional Transition Guidance for English Language Arts Teachers including How to Use the "Crosswalk" documents
5. **Mathematics Guidance for Making the Transition to the Common Core State Standards**

Take a Look at the Resources

- Grade 2 [PDF](#)
- Grade 3 [PDF](#)
- Grade 4 [PDF](#)
- Grade 5 [PDF](#)
- Grade 6 [PDF](#)
- Grade 7 [PDF](#)
- Grade 8 [PDF](#)

In an effort to empower teachers and assist with the transition to Common Core State Standards (CCSS), the Office of Student Assessment has created "Assessment Guidance" documents for grades 3-8 as well as a list of CCSS to be added in grade 2 for math. These documents are included with this memo.

Please share this memo and the attachments with your staff.

Both **curriculum** and **instruction** play a key role in student success on the CCSS accountability **assessments**, which begin in 2014-15. We hope that you find the attached documents and all of the resources to support this work helpful as your school community begins the transition to CCSS.

Curriculum development resources have been created based on the information contained in the "Assessment Guidance" documents. The curriculum development resources (maps) can be found at the

Curriculum Map Resources link on the Learning Connection at <https://learningconnection.doe.in.gov/Login.aspx>. The 2011-12 Curriculum Map Resources have been published for grades K-9 for English Language Arts. Additional information regarding mathematics curriculum development resources and additional grade levels for ELA will be coming to you soon.

We are beginning the transition to the Common Core State Standards during the 2011-12 school year to ensure our students are on track to be college- and career-ready and to ensure they are prepared for the future Common Core assessments. Students must have an “Opportunity to Learn” the content they will be held accountable for in terms of assessment. Opportunity to Learn (OTL) supports student success by ensuring access to both content and instruction.

Indiana teachers have a two-fold responsibility with regard to OTL:

- ✓ First, teachers must provide students with OTL for Indiana Academic Standards and Indicators that are assessed in the classroom and on ISTEP+.
- ✓ Second, and equally as important, teachers must provide OTL in terms of the CCSS content that students must learn in preparation for college and careers, as measured by the new CCSS assessments.

❖ *To assist schools with the transition to CCSS and the assessments that will accompany the new standards, we have focused on two very critical areas in creating this guidance.*

➤ **We have prioritized the Indiana Academic Standards (IAS) for teachers.**

- All of the IAS and Indicators represent valuable content, and a number of those Indicators are assessed on ISTEP+.
- Other Indicators are best assessed in the classroom through a variety of assessment methods, including teacher observation, student presentations, and teacher-developed quizzes and tests.
- The Indicators assessed on ISTEP+ are identified on the documents with a “✓”; those assessed in the classroom are acknowledged with a clipboard symbol (☐).

➤ **We have emphasized the CCSS.**

- Specific content that has been identified as *essential* for building the foundational skills required in the CCSS has been incorporated into the guidance at each grade level.
 - In *English Language Arts*, **all of the CCSS** represent essential content that must be taught in order to avoid gaps in student learning.
 - The attached ELA documents include examples of CCSS content that must be mastered to ensure student success.
 - In *Mathematics*, specific content has been identified as essential for building the foundational skills required in the CCSS, and mastery of this content is critical to avoid gaps in student learning.
 - In addition, a focus on the **Mathematical Practices** is imperative to ensure student success.

❖ The “Assessment Guidance” documents were designed to inform and to assist with the IAS → CCSS transition.

- The first document is an “Introduction,” which consists of three focal points: *Opportunity to Learn*, *Assessing Student Learning*, and *Emphasis on Instruction*.
- The second document is a chart depicting the following:
 - Indicators that are assessed on ISTEP+ [identified by a “✓”]
 - Indicators that are best assessed in the classroom [identified by a clipboard symbol (☒)]
- The third document is unique by content area (ELA, Math) and emphasizes the CCSS.